Chapter 4: Distributed Learning Environments and Implications for Technology Education: A State-of-the-Art Approach 65
Anthony F. Gilberti
Indiana State University
Terre Haute, Indiana

Chapter 5: Portals for Technology Education 85
Mark E. Sanders
Virginia Polytechnic Institute & State University
Blacksburg, Virginia

Chapter 6: Digital Portfolios: Enhancing the Distributed Learning Environment 109
William L. Havice
Clemson University
Clemson, South Carolina
Angela M. Rogers
Clemson University
Clemson, South Carolina

Chapter 7: Enhancing Distributed Learning through Electronic Collaboration and Group Interaction 125
Clint H. Isbell
Clemson University
Clemson, South Carolina

Chapter 8: New Ventures in Technology Teacher Certification: Perspectives and Strategies 145
Wally S. Holmes Bouchillon
University of West Florida
Pensacola, Florida
Don Mugan
Valley City State University
Valley City, North Dakota

Chapter 9: Lessons to Consider: Distance and Distributed Learning Environments from Student and Faculty Perspectives 165
Jim Flowers
Ball State University
Muncie, Indiana

Chapter 10: Distance and Distributed Learning Environments: Assessment Strategies 189
Pamela A. Havice
Clemson University
Clemson, South Carolina
William L. Havice
Clemson University
Clemson, South Carolina

Chapter 11: Ownership and Copyright Issues 203
G. Eugene Martin
Texas State University–San Marcos
San Marcos, Texas

Chapter 12: Expanding Distance and Distributed Learning Environments: The Digitally Integrated Learning Experience 219
James A. Dias
Sonic Foundry, Inc.
Madison, Wisconsin

Chapter 13: Perspectives on the Future of Distributed Learning in Technology Education 233
Chris Merrill
Illinois State University
Normal, Illinois

INDEX

A

Aaker, D. A., 36, 49
Abouchedid, K., 166
Academic Technologies for Learning, 4
Access to online learning environment, 25
ADDIE model, 132, 133, 136, 140
ADVISOR, 58
Airasian, P. W., 191
Alavi, M., 70
Allen, M., 170
Allison, C., 167
America Online's Instant Messenger, 89
American Council on Education, 234, 248
American Council on Education Center
  for Policy Analysis, 151
Anderson, T., 132, 133, 134, 137, 191
Andrews, K. R., 49
Anglin, G. J., 190
Ansoff, I. H., 38, 48
Aragon, S. R., 169
Armed Forces Staff College (AFSC), 49
Assessment
  emerging technology for, 198
  future implications for, 196–198
Assessment strategies, 191–196
  collaborative, 192–195
  traditional approaches, 194
Association portals, 94–96
Asynchronous learning networks
  gender differences related to, 171

B

Balancing Quality and Access: Reducing State Policy Barriers to Electronically Delivered Higher Education Programs, 205
Barab, S. A., 237
Barone, C. A., 3, 87, 149
Barrett, E., 127
Barry, B. W., 38
Bates, A. W., 58, 59
Beaudoin, M. F., 13, 43
Beck, J., 173
Beichner, R. J., 238
Berge, Z. L., 40
Betts, K. S., 26
Biehler, R. F., 241
Bisciglia, M., 171
Bishop, D., 189
Blackboard™, 190
BNH, Inc., 58
Boar, B. H., 36
Boger, S., 167
Bollier, D., 210
Bonham, S.W., 238
Borderless education, 24
  reasons for growth in, 24
Boucher, W. I., 38
Bouchillon, Wally S. Holmes, 145–159
Bouras, C., 235, 236
Bourhis, J., 170
Bowman, M., 4
Braby, 58
Brewer, P. D., 42
Brewer, V. L., 42
Brickner, W. H., 37
Briggs, L. J., 71
Broad, M. C., 71
Broadband networks, 105
Bueno, K. A., 237
Bulletin boards
  as discussion tool, 192
Bullock, C., 171
Burbules, N. C., 12, 18
Burgess, L. A., 177
Burnaska, K., 171
Burns, J. Z., 180
Burrell, N., 170

C

Callister, T. A., 12
Campbell, D. M., 114, 115
Career and Technical Education (CTE), 146
  at University of West Florida, 155
Carnevale, D., 165
Carr-Chellman, A., 76
Carter, K., 125
Caswell, C., 170, 173
CATTS
  see Center for the Advancement of Teaching Technology and Science

Center for the Advancement of Teaching Technology and Science (CATTS), 147
Certification of teachers
challenges in Florida, 154
Chang, C. Y., 70, 167
Chat rooms
as discussion tool, 192
Cheurprakobkit, S., 175
Cholmsky, P., 167
Chow, T., 121
Chowdhury, N., 90
Clark, R. E., 56
Clark, T., 176
Cobb, T., 2, 190
Collaboration strategies
brainstorming, 128
Delphi Technique, 128
Nominal Group Technique (NGT), 128
Collaborative activities
asynchronous, 135
communication challenges of, 130–132
development of effective, 136
evaluating, 140–141
grading rubrics for, 135
implementing, 136–140
orientation for, 136
planning and implementing, 132–133
Space Day 2000, 127
synchronous, 135
Triple Crown Challenge, 127
Web-based discussion as part of, 135
Web-based synchronous conferencing tools for, 135
Collaborative assessment, 192–195
Collaborative learning activities
see Collaborative activities
Collett, D., 170, 173
Collison, G., 243
Commercial portals, 98
HowStuffWorks, 98
Conceicao-Runlee, S., 243
Concept mapping
digital portfolios, 119–120
Connors, H. R., 169
Conrad, D., 170
Constructivism
defined, 241
Cope, R. G., 37, 38
Copeland, L., 150
Copyright
defined, 208–209
Copyright issues and ownership, 203–216
principles of good practice, 205–206
related to distributed learning, 204–205
scenarios related to, 212–215
Corporate portals, 86
Corvey, C., 53
Cost-benefit issues for distance and distributed learning
comparative approach, 23
mathematical modeling approach, 23
return-on-investment approach, 23
value-based approach, 23
Cotton, S., 139
Council for Higher Education Accreditation, 16
Council of Supervisors, 94
Council on Teacher Education (CTTE), 95
Council on Technology Teacher Education, 94
Course management systems, 4
Blackboard™, 4
eCollege™, 4
WebCT™, 4
Course Transformation Academy, 75
Covey, S. R., 38
Coyler, A., 24
Cramer, S. S., 170
Crampton, J., 242
Crawford, C. M., 240
Crews, K., 207
CTE
see Career and Technical Education
CTTE
see Council on Teacher Education, 95
Cukier, J., 23
Cultural homogeneity, 25
Cunningham, D. J., 237
Custer, Rodney L., 11–29
Czerniak, C. M., 173

D

D2L
see Desire2Learn
Dadabhoy, Z., 90
DAI
see Dissertations Abstracts International
Davis, B. H., 137
Davis, L., 69
Dede, C., 3, 4, 88, 130
Deek, F. P., 242
Delivery systems for distance and distributed learning
computerized cost-simulation model (BRIDGE), 21
Delphi Technique, 128, 174
De Miranda, M. A., 242
Democracy and Education, 110
Desire2Learn (D2L), 158
Desktop video conferencing
as tool in collaboration, 131
DETC
see Distance Education and Training Council
Dewey, J., 110
Dias, James A., 219–230
Digital Literacy, 112
Digital portfolio assessment rubrics, 121
Digital portfolios, 111–117
assessment of, 121
enhancing the distributed learning environment, 109–122
steps in creating, 117–120
storyboarding or concept mapping, 119–120
what to include in, 118
Dillenbourg, P., 242
Dillion, C., 2, 170
Dirr, P. J., 11
Dissertations Abstracts International (DAI), 99
Distance education
defined, 36
as distributed learning model, 4
media selection for, 57–59
as part of distributed learning model, 189
programs, 2
role of portals in, 87–91
TEACH Act and, 207
US Congress recognizes importance of, 207
Distance Education and Training Council (DETC), 15, 16
Distance learning
concern for access to online learning environment, 25
concern for cultural homogeneity, 25
cost-benefit issues, 23
delivery systems, 21
distinguished from distributed learning, 149
as distributed learning model, 4
faculty professional development for, 17–21
faculty reward system, 25–28
financial, facility, personnel, and logistical issues and constraints, 21–25
issues related to ownership and copyright, 204–205
negotiating and expanding traditional geographic boundaries, 24
programs, 2
strategies for funding, 22
strategy for planning, designing, and managing, 35–59
Distance learning environment
administration
accreditation issues, 16
credit issues, 15
physical location, 14
Distance learning environments
administering, 14–17
assessment strategies, 189–200, 191–196
collaborative assessment, 192–195
the digitally integrated learning experience, 219–230
enhancing the teaching of technology, 1–8
expanding, 219–230
important policy issues, 11
mission-based planning for, 13

Distance learning environments *(continued)*
perceptions held by faculty, administrators, and staff, 172–175
programmatic growth in, 11–14
stakeholders in, 167–172
strategic planning for, 11–14
student and faculty perspectives, 165–181
Distance learning in technology teacher education, 11–29
Distributed education
role of portals in, 87–91
Distributed learning
approaches and theories, 239–240
concern for access to online learning environment, 25
concern for cultural homogeneity, 25
cost-benefit issues, 23
courses and programs of study in the future, 79–80
current and future trends, 234–235
defined, 2–3
delivery systems, 21
distinguished from distance learning, 149
educational trends, 235–237
enhancing through electronic collaboration and group interaction, 125–141
faculty professional development for, 17–21
faculty reward system, 25–28
financial, facility, personnel, and logistical issues and constraints, 21–25
forecast, 233
future of, 247–250
implementing, 68–70
incremental approach to course design, 72–74
instructor-friendly, 165
interactive model, 240–241
issues related to ownership and copyright, 204–205
learner-centered, 165
negotiating and expanding traditional geographic boundaries, 24
perceptions research of, 165–167
perspectives on the future of, 233–250
private sector and educational institutions, 234
protecting courses for department use, 79
results of course and program redesign, 77–78
role of chairperson in developing and maintaining, 78
in secondary schools, 176
strategies for funding, 22
strategy for planning, designing, and managing, 35–59
in technology education, future of, 233–250
virtual environments in, 235–236
Distributed learning collaboration project
ADDIE model for, 132
analysis of, 133
design of, 134–136
Distributed learning environment
enhancing with digital portfolios, 109–122
partnerships, 151–154
Distributed learning environment administration
accreditation issues, 16
credit issues, 15
physical location, 14
Distributed learning environment model, 5
electronic delivery methods, 5
facilities, 5
illus., 6
instructional media, 5
instructional methods, 5
instructional strategies, 5
learner as center of, 6
time and location, 5
Distributed learning environment partnerships
keys to successful, 152
roadblocks to successful, 152
VCSU and UWF initial plan, 156–159

Distributed learning environments
administering, 14–17
assessment, 245–247
assessment strategies, 189–200, 191–196
based on problem solving and active learning, 242
challenges of, 149–151
cognitively-based models, 242
collaborative assessment, 192–195
as constructivism, 241
defined, 3, 166
designing, 237–239
the digitally integrated learning experience, 219–230
end users of, 167
enhancing the teaching of technology, 1–8
expanding, 219–230
Experience System (ES), 220–230
implications for technology education, 65–80
important policy issues, 11
mission-based planning for, 13
multiplicity in, 239
perceptions held by faculty, administrators, and staff, 172–175
perspectives about K–12, 175–177
programmatic growth in, 11–14
resource-based learning in, 243
stakeholders in, 167–172
strategic planning for, 11–14
strategies, 243–245
student and faculty perspectives, 165–181
surveying students about, 196
using discussion tools, 192
Web-based, 238
Distributed learning in technology teacher education, 11–29
Distributed learning model, 4
distance learning as part of, 189
Distributed learning technology
compatibility concerns, 133
security issues, 133
Dooley, K. E., 175
Downs, M., 176
du Plessis, J., 68
Duchastel, P., 76
Dugger, W. E., 148
Dyrili, O. E., 125, 127, 138

E

E-journal portals, 98–99
E-mail
as tool in collaboration, 137
E-texts, 105
Eastmond, J. N., 68, 235
Easton, S. S., 173
Eaton, J. S., 150
Eddy, J. P., 24
Education portals, 86
Education Resources Information Center (ERIC), 99
Educational portals research, 90–91
EDUCAUSE, 151
Elbaum, B., 243
Elbow, Peter, 121
Electronic collaboration
advantages of, 126–127
cooperative learning activities and, 125
effective strategies for, 128–129
as means of enhancing distributed learning, 125–141
Web-based projects as, 125
Electronic course management systems, 1
Blackboard™, 113, 190
Desire2Learn (D2L), 158
eCollege™, 113
WebCT™, 113, 190, 192
Electronic portfolios
see Digital portfolios
Elliott, R., 242
Emelo, R., 125
English, F. W., 37
ERIC
see Education Resources Information Center
Ericson, E. E., 190
Esser, L. R., 245
Ewell, P., 150
Experience System (ES), 220–230
assess mode, 226
collaborate mode, 224

Experience System *(continued)*
course planning mode, 227
instructor in, 228
library mode, 223
model, *illus.*, 221
remote course mode, 224
review mode, 225

F

Faculty reward system
compensation, 27
incentives and disincentives, 27–28
motivation for participation, 25–27
recognition, 28
rethinking, 25–28
workload, 27
Fair use
defined, 209–210
and the US Copyright Law, 209
Fairweather, J. S., 27
Ferrara, E. M., 88, 152
FIPSE
see US Department of Education Fund for the Improvement of Postsecondary Education
Flango, V. E., 17
Fleischman, J., 166, 167
Florida Division of Workforce Education, 155
Flowers, J., 168, 178, 179
Flowers, Jim, 139, 165–181
Folkestad, J. E., 242
Foo, S., 169
Fralicx, R. D., 49
Francis, L. M., 125
Fredericksen, E., 170, 171
Frey, B. B., 169
Friedman, R. S., 242
Fritz, S. M., 26
Funding
strategies for, 22

G

Gaedke, B., 17
Gagne, Robert, 56, 57, 71
Gallup, G., 176
Gallupe, R. B., 129, 138
Gasaway, L., 208
Gibbon, Sam, 233
Gibson, C. C., 168
Gilberti, Anthony F., 65–80
Gilster, P., 112
Gividen, R., 247
Globalization, 24
Glowacki-Dudka, M., 243
Google, 85, 104
Gordon, M., 191
Government sponsored portals, 91–94
Granger, D., 4
Graphic Arts Education and Research Foundation, 97
Graphic Comm Central, 97
Listservs, 89
Greene, B., 2, 170
Greer, A. T., 90
Griffith, S. B., 48
Grise, P., 49, 56
Group interaction
advantages of, 126–127
communication challenges of, 130–132
generating quality ideas through, 129–130
as means of enhancing distributed learning, 125–141
Guglielmino, L. M., 235
Guglielmino, P. J., 235
Guha, S., 238
Gunawardena, C., 191
Guzzo, R. A., 138

H

Haavind, S., 243
Hale, D. F., 175
Halliday, M., 167
Haney, J. J., 173
Hanna, D. E., 243
Hanna, D. F., 14
Hannafin, M. J., 243
Hardwick, S., 25
Hardy, C., 49
Hargis, J., 238
Havice, Pamela A., 1–8, 70, 135, 167, 170, 189–200
Havice, William L., 1–8, 109–122, 135, 170, 189–200

Hawkins, B. L., 3, 87, 149
Hawksley, M., 42
Hein, K. K., 236
Heinich, R., 4
Hequet, M., 234
Herman, J. J., 36, 38, 49
Higher Learning Commission, 16
Hiley, D., 53
Hill, J. R., 243
Hird, A., 90
Hirschbuhl, J. J., 189
Holmberg, B., 57
Horizontal portals, 86
HowStuffWorks, 98
Hoyle, J. R., 49
Huffstutler, S., 237
Hunt, C. M., 36, 38
Husmann, D. E., 174

I

ICON
see Innovation Curriculum Online Network
IHETS
see Indiana Higher Education Television System
In-state enrollment, 14
Indiana Higher Education Television System (IHETS), 66, 68, 73, 75, 76
Indiana State University, 65
Industrial Technology Education Department, 65, 66, 68, 72, 74
Inglis, A., 23
Innovation Curriculum Online Network (ICON), 87
Instant messaging, 1
as tool in collaboration, 130
Intellectual property
defined, 210–211
Interactive learning opportunities, 2
International education, 24
International Graphic Arts Education Association, 97
International Technology Education Association (ITEA), 94, 156, 212
Irani, T., 169
Isbell, Clint H., 125–141
Israel, E. N., 148
ITEA
see International Technology Education Association, 94

J

Jennings, M., 131
Johnson, S. D., 169
Johnstone, S. M., 150
Jones, T. H., 238
Journal of Industrial Teacher Education, 99
Journal of Technology Education (JTE), 99
Journal of Technology Studies, 99
JTE
see Journal of Technology Education
Jung, I., 23

K

Kahn, B. H., 238
Kanuka, H., 170, 173
Kaplan, R. S., 42
Katz, R. N., 88, 152
Kaufman, R., 13, 37, 49, 56
Kearsley, G., 189
Keller, G., 35, 37, 38
Kellough, R. D., 190
Kemp, J. E., 198
Kemp, K., 25
Kim, E. C., 190
Kim, K. S., 245
King, K. P., 238
Ko, S., 243
Kochtanek, T. R., 236

L

Lane, C., 58
Lange, D., 210
Lawson, H., 167
Leasure, A. R., 69
Lee, J., 74, 173
Leitzel, J., 53
Lenning, O. T., 37
Leonard, J., 238
Levin, J., 239
Levin, S. R., 239
Lewis, D., 57, 174
Lezberg, A. K., 16, 17
Lick, D., 13

Lim, D. H., 172
Linstone, H. A., 129
Lipinski, T. A., 24
Listservs, 89
  as discussion tool, 192
Locatis, C., 3
Lockee, B. B., 167
Lowe, C., 191
Lumpe, A. T., 173

M

Mabry, E., 170
Maher, G., 170, 171
MaKinster, J. G., 237
Maloney, P. A., 12
Mantyla, K., 239, 247
Marakas, G. M., 70
Marsden, R., 71
Martin, G. Eugene, 203–216
Martin, L., 238
Marx, D. B., 26
Mason, R., 24
Massy, W. F., 18
McCraw, H., 168
McKechan, D., 167
McTighe, J., 241
Media
  for distance education, 57–59
Media selection analysis, 59
Meredith, M., 37
Merrill, Chris, 233–250
Miller, M. T., 174
Millis, B. J., 75
Minow, M., 209
Mintzberg, H., 44
Mission, 48–49
Molenda, M., 4
Moller, L., 176
Monk-Turner, E., 171
Moore, D. M., 167
Moore, D. R., 167
Moore, J. A., 237
Moore, J. L., 245
Moore, M. G., 36, 58, 189
Morgan, C., 246
Morrison, J. L., 38
Moscow, M. H., 36
Motiwalla, L., 57, 174
Mugan, Don, 145–159
Muirhead, W. D., 176
Murgatroyd, S., 49
Murphrey, T. P., 175

N

Napier, I. S., 88, 152
NASA Spacelink, 93
Nasser, R., 166
National Science Digital Library (NSDL), 86
Ndahi, H. B., 177
Needs/gap analysis, 48
Nelson, W. A., 237
NEOS (Networked Educational Online System)
    developed at MIT, 127
Networked Educational Online System
  see NEOS
Neuhauser, C., 16
NGT
  see Nominal Group Technique
Nickel, T., 68
Nominal Group Technique (NGT), 128
Nordstrom, K. F., 71
North Central Association of Colleges and Schools, 17, 206
North Central Association of the Higher Learning Commission, 156
Northrup, P. T., 168
Norton, D. P., 42
NSDL
  see National Science Digital Library

O

Oblinger, D. G., 3, 87, 149, 150, 190
Olcott, D., 13, 27
Olson, J. N., 175
O'Malley, J., 168
Online journals, 116
Online learning
  access to, 25
Online universities, 14
O'Reilly, M., 246
Orr, B., 180
Ory, J. C., 171

Out-of-state enrollment, 14
Ownership and copyright issues, 203–216
  principles of good practice, 205–206
  related to distributed learning, 204–205

P

Palloff, R. M., 243, 245, 250
Paolucci, R., 238
Paulson, K., 150
Pawan, Faridah, 115
Peh, W. L., 169
Pelz, W., 170, 171
Penney, S. H., 39
Personal learning experience model
  illus., 226
Peters, L., 166, 168
Petrides, L. A., 238
Philopoulos, A., 235
Pickett, A., 170, 171
Pillay, H., 242
Pisel, Kenneth P., 35–59, 40, 42
Planning
  initiation, 40–42
  levels of, 37–38
  operational, 37
  strategic, 36–37
  tactical, 37
Planning assumptions
  characteristics of effective, 50
Platter, W. M., 12
Ploszajska, T., 25
Polyson, S., 3, 4
Portals
  advantages and disadvantages for information access/dissemination, 101
  association, 94–96
  commercial, 98
  corporate, 86
  defined, 85
  described, 86–87
  e-journal, 98–99
  education, 86
  educational research, 90–91
  established through funded projects, 96–97
  future role in technology education, 103–105
  Google, 86
  government sponsored, 91–94
  horizontal, 86
  National Science Digital Library (NSDL), 96
  role in distributed and distance education, 87–91
  for technology education, 85–106
  for technology education scholars, 98–100
  vertical, 86
  Web, 86
Porter, L. R., 237, 238
Portfolios
  assessment of, 121
  digital, 111–117
  professional educator, 114–115
  steps in creating, 117–120
  student, 115–117
  Web-based for technology educators, 114
Pratt, K., 243, 245, 250
PreK-12 Engineering.org, 96
Principles of good practice
  assumptions that serve as basis for, 206
  copyright and ownership issues, 205–206
Principles of Good Practice for Electronically Offered Academic Degree and Certificate Programs, 205
Problem-based learning, 242–243
Problem solving
  effective strategies for, 128–129
Professional development
  characteristics of effective, 18
  for distance and distributed learning, 17–21
  instructional support, 75
  organizational development, 75
  personal development, 75
  programs for faculty, 75
Professional digital portfolios
  concept map for, *illus.*, 120
  defined, 116
Professional educator portfolios, 114–115
Public domain
  defined, 210

R

Read, B., 35
Reeve, D., 25
Reeve, E. M., 125
Reinhart, J., 132, 133, 134, 137
Reiser, R. A., 58
Remote learners, 3
Remote learning
  as distributed learning model, 4
Renfro, W. L., 38
"Residential campus" universities, 14
  private, 14
  stated funded, 14
Resource-based learning, 242–243
Resta, V. K., 137
Right, D., 21
Riley, K., 128
Ritz, John M., 35–59, 148, 150, 177
Roblyer, M. D., 113, 191
Rogers, Angela M., 109–122
Rogers, E. M., 18, 26
Rogers, G. M., 121
Rose, L. C., 176
Rose, M. A., 179
Rossen, S., 243
Roth, G. L., 58
Rovai, A. P., 139
Rubrics, 191, 196–198
  for grading collaborative activities, 135
  sample, *illus.*, 199
Ruddle, A., 167
Rumble, G., 22, 38
Russell, J. D., 4

S

Sakurai, J. M., 69
Saltzberg, S., 3, 4
Sanders, Mark E., 85–106, 101, 111, 114, 116
Sanders, W. B., 243
Saxby, C. L., 49
SCANS
  see Secretary's Commission on Achieving Necessary Skills
Schaefer, K., 180
Schauer, J., 26
Schifter, C. C., 26
Schmidt, Klaus, 11–29, 16
School administrators
  as stakeholders in distributed learning environments, 174
Schrum, L., 57
Search engines, 85, 101, 111
  Google, 111
  smart, 103
  Yahoo, 111
Secretary's Commission on Achieving Necessary Skills (SCANS), 127
Shaik, N., 169
Shaugnessy, M. F., 17
Shea, P., 170, 171
Shea, T., 57, 174
Shearer, R. L., 17
Shumway, S., 125
Siegenthaler, K., 128
Simpson, C., 79
Slowinski, J., 132, 133, 134, 137
Smaldino, S. E., 4
Smellie, D. C., 198
Smith-Gratto, K., 241
Smith, K. D., 24
Smith, L. D., 68
Snowman, J., 241
Southern Association of Colleges and Schools, 206
Space Day 2000, 127
Spreier, S. W., 49
Stakeholders
  in distributed learning environments, 167–172
  school administrators as, 174
  students as, 168–172
Standards for Technological Literacy: Content for the Study of Technology, 109, 147–148, 150, 156, 157, 158
Stein, S., 173
Storyboarding
  digital portfolios, 119–120
Strategic planning
  analyses, 44–48
  assessment, 54–55
  course of action development, 50–51
  for distance and distributed university learning, 36–37

Strategic planning *(continued)*
educational issues, 56–57
environmental factors affecting, *illus.*, 39
formative assessment, 54
functional analyses, 51–53
functional teams, 43
guidance and scheduling, 43–44
implementation, 53–54
mission definition, 48–49
needs/gap analysis, 48
periodic review, 55–56
planning considerations, 56
planning assumptions, 50
significant elements of, 37
summative assessment, 54
SWOTs analysis, 44–48
systematic continuous feedback for, 39
Strategic planning process, 40
illus., 41
Strommen, E., 125, 126, 127, 129
Student portfolios, 115–117
Swan, K., 170, 171
SWOTs analysis, 44–48
academic programs assessment, 46
competition analysis, 46
customer analysis, 47
funding assessment, 46
illus., 45
infrastructure assessment, 46
institutional assessment, 45
leadership assessment, 45
market analysis, 46
mission assessment, 45
partnership possibilities, 47
political environment analysis, 46
stakeholder assessment, 46
technology analysis, 47

T

Tait, S., 71
TEACH Act, 203, 207–208
Teacher certification
challenges in Florida, 154
Teacher education
in technology, 11–29
Teaching of technology
changing paradigms, 189–191
enhancing, 1–8
Technology education, 177–179
future role for portals in, 103–105
portals for, 85–106
portals for scholars, 98–100
Technology, Education and Copyright Harmonization Act
see TEACH Act
Technology Education for Children Council, 94
Technology education programs, 65
Technology educators
tips for, 244
Web-based portfolios for, 114
Technology for All Americans Project (TfAAP), 147
Technology frustration factor (TFF), 132
Technology-mediated education, 150
Technology teacher certification
perspectives and strategies, 145–159
Technology teacher education
in Florida, 154–156
in North Dakota, 145–149
Teleconferences
as tool in collaboration, 130
TfAAP
see Technology for All Americans Project
TFF
see Technology frustration factor
The Technology Teacher, 208
Thievon, S. L., 69
Thompson, C., 180
Thompson, D. E., 180
Thompson, M. M., 58
Threaded discussion
as discussion tool, 192
as tool in collaboration, 139, 173
Thurmond, V. A., 169
"Time-shifting" instruction, 4
Tinker, R., 243
Titus, A., 238
Total quality management
commitment to, 68
Traditional learning environment, 190

Trends in distributed learning, 234–235
  educational, 235–237
Triple Crown Challenge, 127
Tsiatso, T., 235
Turner, P., 79
Turoff, M., 129
21st Century Teachers Network
  project, 132, 134, 137
    www.21ct.org, 132

U

University of West Florida (UWF), 155
US Air Force, 58
US Copyright Act, 203
  and fair use, 209
US Department of Defense, 58
US Department of Education, 16, 91
US Department of Education Fund
  for the Improvement of Postsecondary
  Education (FIPSE), 205
USDoE
  see US Department of Education

V

Valley City State University (VCSU),
  146, 154
    development of online program in
      technology education, 147
    as UWF mentor, 158
Vertical portals, 86, 103
Vestal, K. W., 49
Video communication
  as tool in collaboration, 131
Virginia Tech's
  library server, 99
  portal to electronic journals, 89
Virtual environments
  for distributed learning, 235–236
Virtual School of Business (VBUS), 168
Voice recognition and word recognition
  software
    as tool in collaboration, 130
Von Glaserfeld, E., 241
Vonderwell, S., 116
Vygotsky, L. S., 70, 240

W

Waddoups, G., 239
Wagner, E. D., 56
Wagner, W. W., 71
Wambach, K., 169
Ward, D., 42
Web-based chat
  as tool in collaboration, 138
Web-based dialogue
  as discussion tool, 192
Web-based learning environment, 158
  quality compared to traditional
  classroom, 175
Web browser
  Internet Explorer, 112
  Netscape, 112
Web portals, 86
  AOL Anywhere, 86
  Excite, 86
  Lycos, 86
  My Yahoo!, 86
WebCT™, 177, 190, 192
  sample transcript, *illus.*, 193
Weisberg, M., 3
Western Association of Schools and
  Colleges, 206
Whalen, T., 21
Whitis, G. R., 238
Wiggins, G., 241
Wolcott, L. L., 13, 25, 26, 27
Wonnacutt, M. E., 24
Woudstra, A., 49
Wright, S. J., 13, 27

Y

Yates, E. L., 173
Yoo, Y., 70
York, K. J., 91

Z

Zenger, S. K., 190
Zenger, W. F., 190